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ABSTRACT

The report details specifics of developing and implementing a rugged 3-week camping program for problem boys (delinquents and dropouts) ages 15-18 years. The survival camping experience functioned as an integrated part of the total rehabilitation agency. Described is how the camping program is therapeutic in the sense that the youths learn effective physical, intellectual, and emotional-interpersonal behaviors and undergo an intensive success experience, with increased feelings of self respect and responsibility resulting. Also described are staff selection and training, camp stages and process, and organizational considerations related to the rehabilitation agency program and to community resources. A section on program assessment explains how the effect of the program on the participants was evaluated, lists the measuring instruments used, and concludes that the camping program made a substantive impact on the participants (physically and emotionally) and facilitated behavioral and attitudinal changes relevant to rehabilitation success vocationally and avocationally. (KW)

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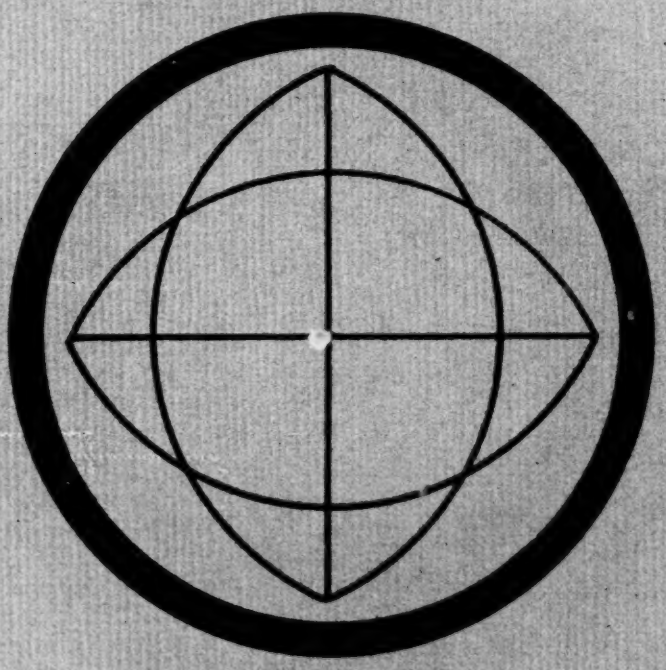
SURVIVAL CAMPING: A THERAPEUTIC MODE FOR REHABILITATING PROBLEM YOUTH



by

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INTRODUCTION

The crisis in our youth is becoming more and more pronounced. There are problem youth (the drug abuser, the delinquent and the drop out) and potential problem youth (the disadvantaged, the turned off) who are not able to successfully succeed or develop within society. In turn, the scope of rehabilitation services to serve problem youth is expanding. With this expansion is the search for effective programs that can facilitate problem youths' rehabilitation avocationally as well as vocationally.

The key questions confronting the field are how to prevent potential problem youth from becoming marginal adults and how to rehabilitate those that are problem youth already. In relation to this, there is an increasing awareness of the totality of effort demanded to deal with the "total" person that is oftentimes needed for successful outcome with this group. There is a realization that physical, intellectual and emotional needs of problem youth, as well as the vocational-educational needs, must be dealt with if successful rehabilitation is to occur. In a very real sense, prevention and rehabilitation can be concretized into one basic question as to how to facilitate the development of effective and fully functioning youths into effective and fully functioning adults.

The total development of youth to live effective instead of ineffective lives can be viewed on three levels (the physical, the intellectual and the emotional-interpersonal) within a Human Resource Development Model (Carkhuff, 1971). The majority of rehabilitation programs for problem youths have been usually oriented toward just the intellectual (educational and vocational training) or just the emotional (counseling and guidance) with little emphasis placed upon the physical or upon an integrated "total" program to affect all three life spheres.

The need for a total approach to serving problem youth led to a cooperative effort between the Arkansas Rehabilitation Service, Aldersgate Methodist Camp of Little Rock and the Arkansas Rehabilitation Research and Training Center to develop an innovative client service camping program that had the potential to positively affect the "total" person. The end result was the development and implementation of "Camp Challenge", a rugged three week camping program designed as both a client service and as a demonstration project for male problem youth in Arkansas.

Several camping programs have been developed over the years for problem youth. Generally, most of these programs have not been very systematic, not very rugged (recreational in nature), nor integrated into a total prevention or rehabilitation program. However, some camps such as, Outward Bound, Inc., and the Dallas Boys and Girls Adventure Trails have devised some rugged, systematic and integrated programs which have been demonstrated to positively affect problem youth (Kelly and Baer 1968, and Loughmiller 1965). The great expense for such total programs as these, however, could make them impractical for many rehabilitation agencies and counselors to use as a client service.

The basic premise underlying most camping programs is that inherent within the camping and outdoor experience are tremendous therapeutic benefits. However, the therapeutic potentials inherent within a camping experience must be systematically capitalized upon to be functionally relevant in changing problem youth. Without this, a program could be nothing more than a two or three week vacation for a youth.

A rugged camping experience provides a therapeutic and total context. On a physical level, experience cannot be made more real or undistorted. A

physically based process provides a very concrete and honest experience with immediate feedback which can not be rationalized away. As such, it has tremendous potential as a learning process. The 24 hour, challenging and group nature of a survival camping process lends itself as a potent learning vehicle as well. In short, the context of a rugged camping experience provides the challenges so that the learning of more effective physical, intellectual and emotional-interpersonal behaviors, self-discipline, self-responsibility, and self-respect can be greatly enhanced. By affecting those factors a camp program such as this can meet the needs of problem youth and directly facilitate their rehabilitation.

The general aim of the "Camp Challenge" project was to develop and implement a challenging survival camping program, capitalizing upon the therapeutic potentials within the camping process, which would serve as a functional program for the rehabilitation of problem youth. The program was developed and structured to function as follows:

1) An integrated program within the youth's total rehabilitation program; the camp program was not an isolated experience for the participants. From the very beginning the youth, his rehabilitation counselor and the project director defined and organizationally structured the program as a major client service program within the total rehabilitation plan. The camper's performance in the camp project affected further rehabilitation plans, etc. The camp was to function as a first step program prior to vocational and/or educational training.

2) A systematic program which demanded increasing levels of performance from the participants. The youths were taught the necessary camp and survival skills starting with the least hardest skills to the most

difficult skills. Performance demands were from least hardest to hardest as well. In a sense, systematic success experiences were built in.

3) A functional program in which the experiences, demands and reinforcements placed upon the youths were very relevant to their day to day survival. There was a functional purpose and a functional reward for the various program aspects the youths went through.

4) A challenging program which presented new and confronting experiences for the youth where they could learn and utilize more effective physical, intellectual and emotional - interpersonal behaviors. The program provided the youth a chance to test themselves.

5) A consolidating program whereby the youth looked at themselves (their strengths and weaknesses) and where they are going in their lives and develop some direction.

6) A therapeutic program in the sense that the youths learned effective physical, intellectual and emotional-interpersonal behaviors and underwent an intensive success experience. Self-enhancement and self-worth emerged from the experience that, in turn, can serve as a springboard for success in all areas of their lives.

7) An inexpensive program that elicited cooperation from existing functional professionals as project staff members. The only way that a camping program such as this could be implemented in a practical and efficient manner was to secure cooperative efforts from community resources.

8) A demonstration program to assess the effectiveness of the camping program as a vehicle to affect positive change in problem youth and in an inexpensive fashion. Assessment of the program's effect on behavioral and psychological dimensions relevant to rehabilitation outcome,

as well as outcome assessment, should demonstrate the feasibility of employing such a camp program on a larger basis.

In short, this camping program could be viewed as an initial therapeutic client service to help prepare the youth and get them "in shape" for the vocational rehabilitation process in terms of more effective and positive behaviors and attitudes.

The purpose of this report is to detail the specifics of developing and implementing the camp program and to delineate the conclusions and the consequent effects of the program upon the participating youths. In turn, this information can hopefully serve as a springboard for the further development and implementation of such programs to serve problem youth.

The camp program as devised and implemented was an integrated rehabilitation program in cooperation with a rehabilitation agency. However, the basic design, implementation, conclusions and sources of gain are appropriate for all agencies and organizations functioning to help problem youth. Educational systems, mental health agencies, social service agencies, Y.M.C.A. and Boys' Clubs, training schools, model cities programs, private agencies, etc., could develop and implement similar type camping programs that would have substantive impact in helping problem youth.

CAMP PROGRAM

PARTICIPANTS

Twenty-one boys between the ages 15-18 started the program with 19 successfully completing it. One boy quit and one participant had to leave for medical reasons. Of those that completed the program, three were from one of the training schools in Arkansas, ten were from the Arkansas Rehabilitation Service First Offender Program and six of the boys were from a large rehabilitation facility. All of the participants were rehabilitation clients. Demographic data in terms of type of offense, years of schooling, etc., for the participants is given in Table 1.

TABLE 1
Participant Demographic Data

Variable		
Age	Mean age 16.4	Range 15-18
Schooling	Mean year of schooling 8.9	Range 7-11
I.Q.	Mean I.Q. 92	Range 64-131
Race	White N= 13 Black N= 6	
Offense (N)	1st offense 13 2nd offense 3	3rd Offense 3
Type of Offense	Motor vehicle 2 Larceny 1 Breaking and entering 2	
	Negligent homicide 1 Behavioral problem 5 Runaway 2	
	Drugs-soft 2 Drugs-hard 4	

It was attempted to secure a matched control sample of similar youths for comparative purposes; however, out of 20 youths it was only possible to obtain complete data on eight. Consequently, there is not a comparative analysis at present. One comparison can be made, however. The boys that participated in the camp program have stayed with their rehabilitation program and have maintained contact with their respective counselors. The majority of those in the control sample have not, this being the major reason for the lack of data on them.

CAMP PROGRAM DEVELOPMENT

The development of any effective program must account for three major areas: 1) the effectiveness of the staff implementing the program in terms of the functionally relevant skills they have, 2) the effectiveness of the program in terms of its being developed in a systematic manner to accomplish its goals and 3) the effectiveness of the organizational process in terms of the structures and procedures that integrate the staff with the program for optimum helpee gain.

The development of the camp project can be delineated according to those three areas.

STAFF CONSIDERATIONS:

Staff Selection:

The key to staff selection is to select those who have the functional skills needed to implement the program. Aldersgate Methodist Camp had a pool of camp leaders of which four were selected. The basis of the selection was in their having the campcraft and survival skills and experience necessary to function effectively in the program. All four leaders had been camp leaders for two years and had previously participated in rugged camping. The Project Director, besides having experience and skill in the survival camping area as well, also had skills in the interpersonal/counseling skills area, physical fitness and program development area as they relate to helping processes.

The four camp leaders were not selected on other relevant dimensions such as interpersonal skills, program development and physical fitness which have been demonstrated to be key variables in effective helpers (Carkhuff 1971). Future programs such as this, however, need to select staff on these dimensions as well.

Staff Training:

All staff received a week long campcraft and first aid course as part of the Aldersgate Camp pre-camp training. The four leaders also received approximately 10 hours of interpersonal skill training and orientation/familiarization to the clients with the rehabilitation counselors. Reading materials relevant to the program were assigned. Many hours were also spent in reviewing several skills such as map reading, etc., and acquiring any new skills that were needed.

As the time for the camp program approached, all five staff developed a program outline for the three weeks. Potential backpacking and camping areas were reconnoitered and a tentative route was planned.

Staff Conclusions:

1) Staff selection needs to be based upon relevant physical, intellectual, emotional-interpersonal, and specialty skills, such as: a) fitness level - physical, b) program development skills-intellectual, c) interpersonal skills - emotional and d) campcraft and survival skills - specialty. This involves getting the highest functioning helpers for the program.

2) Plenty of staff training time needs to be allocated with a focus upon the same skills you select staff on. The most critical skills are the campcraft and survival skills (hygiene, fire building, food and water procurement, cooking, shelter making, hiking and backpacking, orienteering and first-aid) and fitness.

3) Staff need a good orientation to the clients they will be working and living with.

4) Staff pre-training especially in physical areas insures their readiness for the program.

5) Staff need to know the big picture. They need to have all the information relevant to the camp's purpose and goals and specifically as it functions as a rehabilitative tool for the individual client. They need to know where they are contributing.

6) Staff need to be more directive than is usually the case with camp counselors.

PROGRAM CONSIDERATIONS:

Pre-Camp Orientation:

All clients were interviewed by the project director or counselor. A brief description of the program and its goals were presented the individual client emphasizing the challenging aspects of the program. Communication was set up so that he would explore what he would like to get from participation as well. It was detailed out what he could expect from the staff and the program and what the staff expected of him. Following a commitment to the program, the necessary legal, parental, medical and counselor approval were obtained. In some cases an orientation had to also be given to parents and training school authorities where appropriate.

Camp Stages:

The total camp program lasted approximately three weeks. There were four basic stages to the program: 1) basic training, 2) backpacking expedition, 3) counseling and 4) follow through. Out of 21 clients, 19 started and completed the program. Campers and staff were broken down into functional units of six men (one leader and five youths) for a total of four groups.

The participants spent the first eight days at the resident camp learning to work together as a team, learning the basic camping and survival skills and getting into physical shape. The physical training consisted of running, calisthenics and hiking with the skill training in outdoor living consisting of the following areas: personal and camp hygiene, axmanship, fire building, food and water procurement, hiking and backpacking, trail discipline, cooking, shelter making, orienteering (map reading, compass and star reading), first-aid, snake identification and general campcraft. The majority of skill acquisition sessions were done within the small functional unit or with two units together (12 persons). Toward the end of the basic training week they participated in several backpacking hikes and one overnight to practice tearing down and building a campsight properly.

Following the basic training portion of the program, the participants went on a nine day backpacking expedition through the Ozark mountains. Everything they needed to survive they carried on their backs. A portion of their food had to be secured from the land (snakes, polk salad, fish, crayfish, burdock plants, wild berries, sassafras roots and water). Toward the end of the nine days, pairs of participants went on a 24 hour survival by themselves, whereby they had to secure their own shelter, food and fire while alone.

After returning to the resident camp the participants spent two days of group counseling, recreation and equipment clean up. Besides the group session, there were individual consultations between the individual participant and his leader and with the project director. The thrust of the discussions focused around exploring the gains the participants made in successfully completing the program and the implications for them acting

successfully in other areas of their lives. Specific content also focused upon was future plans vocationally and avocationally.

The participants reported back to their rehabilitation counselor after leaving the camp program. A concrete rehabilitation plan was then developed with the aid of the camp staff reports and personal consultations. Three month follow-up reports are obtained and personal consultations have been initiated as needed between project director and counselor and, on a few occasions, directly with the client. Personal letters of encouragement have also been communicated to all clients.

Camp Process:

The entire program was devised to proceed in a rather systematic fashion. It was attempted to build in success at every step of the entire program.

During the basic training portions, skills were taught at a group and individual level so that competency could be obtained regardless of initial level. Skills and physical tasks were taught and attempted from the least difficult to most difficult. From the basic training to the end of the backpacking phases, the participants earned increasing responsibility and decision making functions. Every day, especially during the basic training phase, certain tasks and goals had to be met. Self discipline was striven for. Rewards such as coke breaks, smoke breaks and free time were employed or withdrawn to increase skill acquisition and cooperative work effort. However, the key reinforcement that aided the program to proceed systematically was the functionality of the situations the participants were in.

At all stages of the program, the demands placed upon the partici-

pants were functional. From the very beginning, in resident camp, they had to build their own shelter, cook their own food and function as a unit. This placed a very real demand on them to learn the skills and to cooperate with each other in order to meet day to day necessity needs. Functionality was most pronounced during the backpacking phase whereby the meeting of everyday needs and day to day survival was dependent upon individual and group performance. How well an individual got into shape during the basic training phase affected his backpacking pace and, in turn, his group's pace. How well an individual learned to read the stars, compass and maps could determine whether he or his group got lost. How well an individual learned to find food and water directly affected his own and his group's survival. Cooperation, responsibility, leadership and followership were functionally demanded 24 hours a day or else one went without shelter, fire, food and water. Every participant had functional responsibilities to meet for himself and his group.

The intensity of the functional aspect of the program, especially during the backpacking phase, was made known in that the participants had to learn to perform while fatigued, lonely, scared and at times uncertain as to what was going to happen. There were many functional challenges to meet every day such as finding food and water, climbing mountains and orienteering (not getting lost). By the same token, there were some dangerous challenges as well. Encounters with poisonous snakes were a daily encounter and there were black bears in the area. All the preceding, coupled with the new and unfamiliar surroundings, served to make the process functionally confronting for the participants.

At one level, the basic program process, skills learned and participant gains from the program could be interpreted in terms of physical,

intellectual and emotional-interpersonal functioning. Physically, they had to learn fitness, hiking and many outdoor skills. Intellectually, they had to learn many new facts and how to use them in outdoor living. Emotionally-interpersonally, they had to learn to deal and cooperate with each other, to trust themselves and to gain self-confidence. These gains, though functionally tied to the survival camping process, are transferable to other situations and underscore the total therapeutic potentials of the program.

Program Conclusions:

1) Systematic contact and orientation for the clients is a necessity so that they are better prepared for the program. A pre-training client program emphasizing fitness is important.
2) The camp process needs to be as systematic and as structured as possible to insure progressive gains.
3) The development of physical fitness needs to be emphasized during the basic training.
4) Specific program goals need to be operationalized in as concrete manner as possible.
5) Alternative plans need to be developed fully, especially during the backpacking phase in case a program change is necessitated.

ORGANIZATIONAL CONSIDERATIONS:

Rehabilitation Agency Program:

From the standpoint of rehabilitation agency functioning, the camp functioned as a referral client service. Since this was a demonstration project, there was no cost for the service. The details of the program were presented to those rehabilitation counselors and supervisors who worked with problem youth and they, in turn, made a list of potential participants from their caseloads. The criteria employed for inclusion

on the list was 1) the client could benefit from the program and 2) the client was physically able to undergo the physical activity.

Potential participants were interviewed by the project director and asked to volunteer for the program. Their counselors strongly recommended that they participate. Once clients were selected for the project, the program was written into their rehabilitation plans as a specific client service.

Close contact was maintained between the client's rehabilitation counselor and the project director. Each participant who successfully completed the program got a positive progress report sent to the appropriate legal authorities. The counselor received a personal evaluation report of a client's reaction and progress in the program from all project staff. Personal consultation was initiated between the project director and a client's counselor in regard to the client's vocational and rehabilitation plans in light of the new learnings about him from camp program participation. There was a strong emphasis placed on following through on rehabilitation plans immediately after returning from camp. Follow-up contact was maintained between project director, counselor and client for consultive purposes as needed.

In short, the camp program was developed, from the very beginning, to serve as an integrated and basic client service to function as a springboard for the client rehabilitation program and not as an isolated incident. By working it as an integrated program, the gains from the camp experience could be optimally capitalized upon.

Community Resources:

Aldersgate Methodist Camp was a resident camp which could provide basic training facilities and staff for the program. The expense of the

program was $3500.00 payable to Aldersgate for equipment, food, staff salaries, insurance and rent of facilities. If the program was procured on an individual client basis, it would run around $175.00 an individual.

Aldersgate Camp was selected as a key resource of the program because 1) there were functionally effective staff, 2) there were appropriate facilities, 3) it was organized in a fashion that could accommodate the clientele without any difficulties and 4) it had a director (Mr. Ray Tribble) who supported the program and was willing to facilitate such a venture.

Other community resources which were elicited included borrowing equipment from the local national guard (at no cost). This included canteens, belts, ponchos and shelter halves. Also, a rehabilitation agency supervisor lent the use of his deer camp in the Ozarks as a base camp during the survival portion of the program.

All of the physical necessities (equipment, supplies, etc.) as well as the majority of staff for the project were elicited or procured from existing community resources. See Appendix F for example resource list.

Organizational Conclusions:

1) A good orientation program needs to be provided agency and community personnel who will be involved.
2) Steps for the implementation of an integrated program need to be defined within the organizational structure and responsibilities assigned.
3) Feedback channels need to be developed between program, agency and community resources.
4) Follow up and follow through needs to be coordinated and

adhered to.

5) All possible avenues for discovering and implementing functional resources to build a better program need to be developed.

6) The more isolated the camp setting can be (for all stages), the better the learning conditions.

PROGRAM IMPLEMENTATION

Many of the conclusions presented in the preceding section were crystallized and made known during the actual implementation of the camping project. Generally, the program proceeded as planned, however, flexibility to immediate situations and crises was of a necessity.

When the boys first entered the camp, they were somewhat apprehensive at not knowing what to expect. As the basic training phase got under way, they loosened up and became more confident. Most of the boys were in poor physical shape and had never camped before. Consequently, much effort had to be put forth on basic campcraft, physical training and hiking. It took the participants a few days to learn to work together. However, they were in a functional situation where they were forced to work as a unit and were working as a team by the end of the basic training week. The boy who quit is an example of not being able to operate in the most basic of functional situations. He refused to help in getting meals and the others would not let him eat if he did not contribute to fixing the meal.

Once the participants gained a minimum level of competency and knowledge to survive in the woods and work with each other, they were bussed up to the Ozark National Forest and mountains for the backpacking phase of the program. The participants were not as skilled as was hoped

for, however, the sooner they could get to the wilderness area, the better. The resident camp where basic training took place was within city limits and had existing coeducational programs going on concurrently. Although the boys camped one-half mile away from the main camp the lure of the city and the rest of the camp was getting in the way of the program.

The first few days in the Ozarks were fairly hectic. It was originally planned to cover approximately 100 miles within a week; however, it became clear the boys were not physically fit enough to accomplish that. On the first day the boys were apread out over a five mile area with one boy getting lost for a few hours. At the same time, the planned water sources (intermittent streams) were dried up and securing water became a real problem. These factors, especially the lack of water, necessitated the development of an alternate plan.

It was consequently planned to blaze a trail down a stream for approximately 50 miles with each unit functioning on its own. Along the stream there was a steady supply of food and water (crayfish, fish, polk salad and snakes). A couple of the boys were almost bit by copperheads and cottonmouths; however, they soon learned to be careful and to skin and eat them. A few of the boys were leary at night because of snakes and of black bear in the vicinity but they gradually adapted to it.

Toward the end of the backpacking portion of the project, pairs of campers were sent out to survive on their own for 24 hours. Some of the boys were pretty ingenuous in the shelters they made, however, some stuck pretty close to their base campsight. It would have been a more effective portion of the program if they had been taken several miles away from the base campsight to fully experience being alone.

The backpacking phase was implemented according to the revised schedule in a functional manner. The project director had to constantly be on the move to keep in contact with the various groups. The groups had to keep constantly moving down the stream valley to reach a small crossroads by a certain day in order to get picked up to go back to the resident camp. All these were very functional demands.

The last two days of the program, back in the resident camp, consisted of cleaning the gear and spending time in group counseling and discussion. It served as a winding down function as well. In exploring their experience of the program, the boys expressed pride in making it through the program and for many their goal had become to "just make it". They all expressed more confidence in being able to deal with their problems back home but had difficulty concretizing it. They were not able to explore vocational directions as well as was initially intended. However they were able to do this with their rehabilitation counselors later on. The timing for exploring that area would be more appropriate at a time not so close to the camp experience. In short, the discussions helped to consolidate and label the gains they made in successfully completing the program and left them with some implications for transferring these gains to other areas. Follow through contacts and program were implemented after they went back to the community as planned.

Implementation of the program through all stages demanded a kind of "rigid flexibility". The more structured and systematic the process, the more success and performance progression can be achieved. However, an openness to immediate situational needs and program adaptations, as appropriate, had to also be prevalent. Implementation demands a 24 hour alertness to stay on "top of" and be "with" the participants and the program.

PROGRAM ASSESSMENT

IMPRESSIONS

In viewing the participants' progress through the entire program, there appeared to be two basic types of boys. The majority of the participants appeared at the start to have many inadequacies and little strengths. It seemed that they turned to drugs or anti-social behavior as a self defeating means to overcome these inadequacies and belong to a group. The camping program served as an intense success experience for these boys "filling" them up with adequacies, more effective behaviors and accomplishments that increased their self-confidence and self-esteem. There were a few boys who had many adequacies and strengths but they would use their resources for whatever end they wanted to achieve and would tend to make a game out of everything. These boys learned to cooperate and act more responsibly as time went on, especially in the Ozarks. Some demonstrated some constructive leadership. The program had the effect, hopefully, of offering them an alternative direction to use their resources for.

Generally, the camping experience facilitated positive change in all the participants. The depth and breadth of change will vary by individual. For some of the participants the program appeared as a real critical experience in their lives to serve as a springboard to develop competencies and live a productive life.

ASSESSMENT

Several different approaches to assessing the effect of the program upon the participants were employed. Participant, rehabilitation counselor, and parent evaluation of the program's effect and behavioral ratings were employed. Participant followup was also recorded.

Physical fitness, body attitude, self-concept and control attitudes and personality measures were also employed to assess the hypothesis that a

healthy attitude toward oneself progresses through the physical sphere. Specifically, it is felt that a key source of gain for the participants from successfully completing the program would be an increase in physical fitness which would facilitate an increase in positive body attitude which, in turn, could increase one's positive general self-concept and feelings of internal control in one's life. These positive gains could also positively affect basic personality dimensions. All potential positive gains as hypothesized, in turn, are on relevant dimensions that can facilitate positive rehabilitation outcome.

Measuring Instruments: Physical fitness areas that were measured consisted of four basic categories: 1) cardiovascular functioning as measured by resting pulse rate one minute following the step test, 2) power as measured by time (seconds) to run the 50 yard dash, 3) dynamic strength as measured by the number of situps and pushups one can do and 4) overall fitness as measured by the Kraus-Weber series (4 basic flexibility positions -- score is number of positions one can hold for 10 seconds).

The body attitude measure was the Body Attitude Scale, a form of the Semantic Differential, developed by Osgood, Suci and Tannanbaum (1957). The scale contains 15 body concepts in which the participants rated bipolar adjectives on a seven point scale for each of the body parts on three dimensions: 1) evaluative (good or bad), 2) potency (strong or weak) and 3) action (active or passive).

Bills Index of Adjustment and Values (IAV) developed by Bills, Vance and McLean (1951) was given the participants as the self-concept measure. The IAV contains 24 adjectives which were rated by the individuals on a five point scale to yield a: 1) present self-concept score, 2) self-

acceptance score, 3) ideal-self score and 4) ideal-real self discrepancy score.

The Internal-External Scale developed by Rotter (1966) was also administered the participants to get a measure of their expectancy attitude as to whether they see themselves controlled internally or externally. The test consists of 15 bipolar items (one representing an internal attitude, the other external) of which the participants were to select one of each pair that represented their beliefs. Number of internal and external items checked is their score.

The Jesness' Inventory (1966) was the personality measure employed. The inventory contains 155 true-false items and yields scores on 11 separate dimensions recognized as being important characteristics of delinquent youth populations.

Two behavioral rating scales were employed. The Behavioral Rating Inventory consisted of 31 items (some adopted from the Deveraux Adolescent Behavior Rating Scale, 1967.) It is a 7 point scale in which level 1 means that a particular behavior is never emitted to level 7 where the behavior is extremely frequent. Quay's Behavioral Problem Checklist (1967) was also employed. The checklist is a three point scale in which each of 55 items are rated as to whether the item is no problem, a mild problem or a severe problem.

Three more subjective questionnaires were also employed. The Camp Opinion Questionnaire consisted of specific items for the participant to fill out after the camp program in regard to how they viewed it. The Camp Perception Scale was also given the participants following the camp experience. It contains 29 bi-polar adjectives and is a semantic differential type instrument developed by Bavley (1971). Participants

rated each pair of adjectives as to how it described the feeling and meaning of the camp experience. The Program Assessment Questionnaire was developed for the rehabilitation counselors to rate how they viewed the camp program as a change vehicle to help their clients. It was administered to them also following the camp experience.

Procedure: The participants received the various fitness tests, Body Attitude Scale, the I.A.V., the Internal-External Scale and the Jesness Inventory both before and immediately after the program. Pre-post means and "t" tests for mean differences were performed on those scores and significance was tested for. Campers also filled out the Camp Perception Scale and Camp Opinion Questionnaire following the completion of the program. Percentages were computed, by type of answer or rating, for each item of both instruments.

Both prior to and two weeks after the camping program, the participants' counselors and parents filled out the Behavior Rating Inventory (BRI) and the Behavioral Problem Checklist. Pre-post mean ratings were computed for each item on the BRI while pre-post percentages were computed for each problem on the checklist. The participants' counselors also answered the Program Assessment Questionnaire following the camp's completion and percentages were computed, by type of answer, for each item.

RESULTS

The pre-post assessment results can be viewed on Table 2. The fitness tests indicate that following the three week camping program, the participants demonstrated significant decreases in resting pulse rate ($p=.005$), time for the 50 yard dash ($p=.001$) and significant increases in pushups ($p=.05$), situps ($p=.005$) and performance on the Kraus-Weber series ($p=.05$).

In terms of Body Attitude Scale scores the participants demonstrated

TABLE 2

Participant pre-post means and mean differences on fitness, body attitude, self concept and locus of control measures

TEST	PRE MEAN	POST MEAN	MEAN DIFFERENCE	t TEST
Resting Pulse Rate (beats per minute)	90.64	77.05	-17.53	3.55***
50 yard dash (seconds)	6.89	6.26	- .68	3.88****
Pushups (number	20.16	23.11	3.35	2.38*
Situps (number)	29.95	38.84	12.21	3.53***
Body Attitudes-evaluative	217.26	236.11	19.48	2.09*
Body Attitudes-potency	192.63	224.21	20.42	1.73*
Body Attitudes-active	220.15	237.79	12.63	1.17
IAV - present self concept	81.60	88.05	6.95	3.68***
IAV - self-acceptance	88.38	94.95	3.48	1.13
IAV - ideal-self	89.94	94.83	4.26	1.60
IAV - discrepancy	24.1	20.5	-3.58	1.51
Internal control	7.00	8.42	1.16	2.09*
External control	7.21	6.52	-1.11	2.07*

* sig. p=.05
** sig. p=.01
*** sig. p=.005
**** sig. p=.001

significant increases on the evaluative (p= .05) and potency dimensions (p=.05) and a non-significant increase on the active dimension.

The ratings of the participants on the IAV demonstrated a significant increase (p=.005) on the present self-concept dimension and non-significant increases on the self acceptance and ideal self dimensions. There was also a non-significant reduction in the discrepancy scores between present and ideal self ratings.

The participants' ratings of internal control significantly increased (p=.05) following the camp experience while their ratings of external control demonstrated a significant decrease (p=.05).

The mean standard scores for the Jesness Inventory are on Table 3.

TABLE 3

Participant pre-post standard score means and mean differences on the Jessness Inventory Scales

SCALE	PRE MEAN	POST MEAN	MEAN DIFFERENCE	t TEST
Social Maladjustment	66.16	67.11	.94	.31
Value orientation	59.74	58.00	-1.73	.74
Immaturity	59.37	63.74	4.36	1.20
Autism	58.58	64.32	5.73	2.03*
Alienation	60.89	61.63	.94	.33
Manifest aggression	56.58	53.68	-2.89	1.12
Withdrawal	58.58	55.05	-1.10	.54
Social anxiety	49.42	48.52	- .89	.34
Repression	57.47	58.42	.94	.27
Denial	39.16	43.11	3.94	1.61
Asocial index	63.26	65.00	2.89	1.12

*sig. p=.05

The only significant change following the camp program was a significant increase (p=.05) on the participant's autism scale score.

The participants pre and post behavioral ratings by their parents and counselors with the Behavioral Rating Inventory can be seen in Appendix A. The basic general trend is that there was an increase in the frequency of positive behavior and a decrease in the frequency of negative behaviors. In order to summarize the behavioral ratings into a brief framework, the scale items were categorized according to whether they focused on physical, intellectual or emotional-interpersonal behaviors. Within this framework, the participants demonstrated an increase in positive physical functioning (3.25 to 5.00), intellectual functioning (3.12 to 3.61) and emotional-interpersonal functioning (3.21 to 4.11).

Pre-post behavioral rating percentages on the participants with Quay's Behavioral Problem Checklist is presented in Appendix B. Generally, there was an increase in the various behaviors being rated as no problem (0) and a decrease in behaviors being rated as mild problem (1) or severe problem (2). In short, there was an overall reduction in behavioral problems, as the participants' parents and counselors rated them, in terms of quantity and severity. The items on the checklist were recategorized, as with the other rating scale, for summation purposes and it was found that in terms of physical behaviors there was a 14% increase in the no problem category, a 10% decrease in the mild problem category, and a 4% decrease in the severe problem category. In terms of intellectual functioning, the percentages were 13% increase in the first category and decreases of 5% in the mild category and 7% in the severe category. The percentages for emotional-interpersonal functioning were a 9% increase in the no problem

category, 4% decrease in mild category and 5% decrease in the severe category.

The subjective evaluations of the participants' rehabilitation counselors as to general behavioral change and program effects, as measured by the Program Assessment Questionnaire, is in Appendix C. The counselors felt that the program had a definite positive effect upon the youths, especially in terms of increasing their rehabilitation potential. The counselors also rated the participants as having changed for the better on many relevant traits.

The evaluations of the participants themselves in answering the Camp Opinion Questionnaire and the Camp Perception Scale are given in Appendix D and E respectively. Their answer percentages indicate they viewed the program in a positive and therapeutic light, bearing out much of the previous data results. Besides acknowledging some specific sources of gain from the program (i.e. "learned how to deal with people better"), they perceived the total experience and meaning of the experience very positively. The largest percentage of answers on the Camp Perception Scale all tend toward the positive adjectives describing the camp.

DISCUSSION

The various assessment data all point to the positive effects the three week program had upon the participants. The results also point to the fact that, although the camp process was basically a physical process, there were many therapeutic benefits of a total nature.

The participants significantly increased their fitness level on all measures which was to be expected. This, in turn, could have facilitated a more positive attitude towards one's body and even more globally

toward ones'self. Although not all the body attitude and self-concept scores increased significantly they were all in the same direction as the significant changes, indicating a definite positive trend. These more positive attitudes and views toward ones'self and ones' body were an outgrowth and consolidation of actual behavioral accomplishments (i.e. they became more fit, they learned physical skills and successfully met many physical challenges). The more positive feelings of potency and effectiveness, in turn, lead to their believing they had more personal control over their lives as their I-E scores indicate. In short, they proved something to themselves.

The participants' Jesness scores indicate no significant personality changes with the exception of one variable-autism. At one level, the lack of significant personality change on the majority of dimensions may reflect that three weeks is not a long enough experience to effect basic personality characteristics. The significant increase in autism indicates the participants became more introspective and possibly increased their tendencies to think and perceive only according to their own needs and desires. This trend follows their I-E scale results where they significantly increased their belief of being internally and self controlled.

The various questionnaires and rating scales all tend to bear out positive behavioral changes of a "total" nature. The highest percentages of responses by both participants and counselors to the various items were all toward rating the camp experience as a positive and effective change vehicle. There appeared a definite reduction in problems and problem behaviors and an increase in positive behaviors. Although they are not as scientifically rigorous (especially the subjective questionnaires) as

one would desire, they do cross-validate the other data and as such note definite positive change trends from participation in the camp.

The participants' status four months following the program also points to the positive effects noted. Prior to the project, three of the boys were in vocational training, one was in school, none had a job, three were in the training school and 12 were on probation doing nothing or awaiting legal judgment. Four months following the program, eight of the boys were in vocational training, seven were in school, two were on jobs, none were in the training school and two were unaccounted for.

In summary, all the data and measurements obtained point out that the camp program made a substantive impact upon the participants and facilitated relevant behavioral and attitudinal changes. In turn, these changes were on important dimensions that can be key determinates of rehabilitation success vocationally and avocationally.

CONCLUSIONS AND IMPLICATIONS

CONCLUSION AND IMPLICATIONS

The project was a therapeutic camp implemented to help problem youth and was designed to provide an intense experience whereby challenging demands were placed upon the participants. In turn, they were taught the skills to meet these demands, and they were confronted and expected to meet those demands. The sources of gain for the participants were derived from the functional and systematic process. At one level, the survival camping process functioned as a vehicle to provide a learning and therapeutic success experience. The participants were able to leave the program not only with a sense of accomplishment, but hopefully with more effective behavior and attitudes relevant to their rehabilitation.

The sources of gain from participation were not from the global fact that "camping is good for problem kids" but because a systematic,functional and challenging process was instituted. The physical nature of the process brought things down to a very basic level for the boys. Part of why they were problem youth was that they were "turned off" to themselves (their potentials) and to society. They were not able to functionally survive. The camping process -- especially the survival portions--got them in touch with some very basic needs and feelings. They were forced to attend to and act on their own needs and the needs of the group. As a consequence, they became more attuned to themselves and to reaching goals while experiencing growth at many levels.

The very basic physical demands of the camping process enabled them to develop and become aware of strengths and potentials. The boys experienced a very intense, concrete and earned success experience. In turn, the

realization of seeing change and growth served as a springboard for them to view themselves in a more confident, functional and realistic perspective. In short, the participant needed and experienced a program that got down to basic survival. Hopefully, by being able to successfully survive at that level they developed to the point whereby they got "turned on" to themselves and their own development and can more effectively survive back home.

The needs of problem youth and the general preference of youth for physical action and challenges all point to the potential benefit of physically based programs (of which camping is the most physical) as therapeutic vehicles. The results of this camping project demonstrates that as a client service it can be an effective approach to help rehabilitate problem youth. At the same time, such a camp program is realistically feasible in terms of practical considerations such as money, time and resources. In turn, such an approach warrants consideration as a key therapeutic program to be employed as an integrated portion of a total rehabilitation program for problem youth, perhaps as a first step service prior to educational and/or vocational training.

Whether as an intervention strategy or as a preferred mode of treatment, rugged camping can offer implications for the rehabilitation and/or treatment of other kinds of youth as well, such as the emotionally disturbed. By the same token, there are implications for the use of such programs as developmental programs for all youth. The needs of all youth are, at some level, the same as the needs of problem youth---to develop more effective and functional behavior, to develop self-respect and self-reliance, to develop responsibility and interpersonal effectiveness, etc.

To gain these qualities and to develop into a fully functioning adult necessitates being challenged. Rugged camping with a systematic and functional process can be a potent vehicle to provide the challenge to meet those ends.

APPENDICES

APPENDIX A

BEHAVIOR RATING INVENTORY

Instructions. Please rate the overt behavior of the individual for each item with the following 7 point scale:

7	6	5	4	3	2	1
Extremely frequent	Quite often	Often	Occasionally (average)	Moderately	Rarely	Never

The more he is like the item, the higher the score. If he is not like the item, then the score would be lower.

Base your rating on the individual's recent behavior and upon your own experience with him. Compare the individual to average people his own age. Consider each item independently and attempt to rate every question, and as quickly as possible. Use extreme ratings when possible.

Name of individual_____ Name of rater_____

Date_____ Relationship of rater to individual_____

Rating	Pre	Post	Item
_____	3.4	3.6	1. To what extent does he respond to challenges in a constructive and positive manner? i.e., persistent in the face of difficulties?
_____	3.4	3.7	2. To what extent does he show spontaneous interest and activity in certain areas of study (this does not imply being good at them)?
_____	3.0	5.0	3. To what extent does he show spontaneous interest and activity in certain areas of recreation?
_____	3.2	3.0	4. To what extent does he spontaneously show leadership behavior?
_____	3.0	2.9	5. To what extent is he a leader rather than a follower?
_____	3.0	3.3	6. To what extent does he spontaneously do work or projects that weren't demanded of him, or more work than he was asked for?
_____	3.7	3.8	7. To what extent does he spontaneously show interest in anything?
_____	3.2	3.5	8. To what extent is there a wide range of people he cares about?
_____	3.8	4.0	9. To what extent is there an openness to participation with others?
_____	3.7	3.6	10. To what extent does he spontaneously show an interest in helping others?
_____	3.3	3.6	11. To what extent does he seem to be satisfied with himself?
_____	3.1	3.6	12. To what extent does he take a positive attitude toward himself?
_____	3.4	3.7	13. To what extent does he realize that peoples' misfortunes result from the mistakes they make? i.e., does he feel that there is a direct connection between how hard he works and the grades he gets?
_____	3.1	3.3	14. To what extent does he feel he is needed?

Rating	Pre	Post	Item
_____	3.1	3.8	15. To what extent does he appear confident?
_____	4.8	5.1	16. To what extent does he cooperate with you?
_____	3.4	3.6	17. To what extent does he appear to accept responsibility?
_____	3.0	3.1	18. To what extent does he express insight and understanding about himself and his life situation?
_____	3.7	3.0	19. To what extent does he blame others?
_____	3.1	3.0	20. To what extent does he intentionally tell lies?
_____	3.7	3.1	21. To what extent does he try to "snow" people?
_____	3.5	3.2	22. To what extent does he resent being told what to do?
_____	2.3	1.8	23. To what extent does he outrightly defy and refuse to do what he is told?
_____	3.2	3.3	24. To what extent does he brag?
_____	4.2	4.4	25. To what extent does he control anger?
_____	3.5	3.3	26. To what extent does he get upset over little things?
_____	4.6	4.1	27. To what extent does he actively seek approval?
_____	3.6	3.7	28. To what extent does he seek help from others?
_____	4.5	3.6	29. To what extent does he act before he thinks?
_____	3.5	3.8	30. To what extent is he able to wait for things?

DO NOT USE SCALE FOR THIS ITEM

31. How does he respond to constructive criticism? (check one)

Pre	Post	
23.1%	28.1%	a. Accepts it cheerfully and tries to do better
53.8%	53.1%	b. Accepts it in a positive manner
11.5%	15.6%	c. Ignores it
11.5%	3.1%	d. Reacts in a negative manner
0%	0%	e. Openly rejects it in a negative manner.

APPENDIX B

BEHAVIOR PROBLEM CHECKLIST

Donald R. Peterson, Ph.D.
and
Herbert C. Quay, Ph.D.

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Please complete items 1 to 4 carefully.

1. Name (or identification number) of individual

_____

2. Age (in years) _____

3. Name of person completing this checklist

_____

4. Relationship to individual (circle one)

a. Mother b. Father c. Teacher d. Counselor e. other_____
(Specify)

Please indicate which of the following constitute problems, as far as this individual is concerned. If an item does NOT constitute a problem, encircle the (0); if an item constitutes a MILD problem, encircle the (1); if an item constitutes a SEVERE problem, encircle the (2). Please complete every item.

PRE 0	PRE 1	PRE 2	POST 0	POST 1	POST 2		
42	46	12	65	25	10	1.	Oddness, bizarre behavior
27	58	15	54	32	14	2.	Restlessness, inability to sit still
55	30	15	54	32	14	3.	Attention-seeking, "show-off" behavior
67	24	9	57	35	7	4.	Stays out late at night
45	49	6	61	25	14	5.	Doesn't know how to have fun; behaves like a little adult
36	36	28	50	29	21	6.	Self-consciousness; easily embarrassed
39	33	28	57	25	18	7.	Fixed expression, lack of emotional reactivity
46	33	21	75	21	3	8.	Disruptiveness; tendency to annoy & bother others
33	33	34	32	43	25	9.	Feelings of inferiority
67	21	12	65	29	7	10.	Steals in company with others
67	27	6	71	18	11	11.	Boisterousness, rowdiness
100	0	0	100	0	0	12.	Crying over minor annoyances and hurts
33	55	12	55	32	14	13.	Preoccupation; "in a world of his own"
49	42	9	55	36	10	14.	Shyness, bashfulness
52	36	12	50	36	14	15.	Social withdrawal, preference for solitary activities
21	46	33	36	43	21	16.	Dislike for school
91	9	0	89	11	0	17.	Jealousy over attention paid other children
85	12	3	82	18	0	18.	Belongs to a gang
73	27	0	86	14	0	19.	Repetitive speech
42	33	24	50	36	14	20.	Short attention span
21	36	42	36	36	29	21.	Lack of self-confidence
42	46	12	61	32	7	22.	Inattentiveness to what others say
39	46	15	64	18	18	23.	Easily flustered and confused
79	18	3	89	11	0	24.	Incoherent speech
64	27	9	82	18	0	25.	Fighting
33	51	15	42	40	18	26.	Loyal to delinquent friends
73	21	6	96	4	0	27.	Temper tantrums
55	24	21	46	43	10	28.	Reticence, secretiveness
49	39	12	79	21	0	29.	Truancy from school
46	42	12	57	36	7	30.	Hypersensitivity; feelings easily hurt
30	49	21	46	43	11	31.	Laziness in school and in performance of other tasks
46	30	24	54	52	14	32.	Anxiety, chronic general fearfulness
36	46	18	36	50	14	33.	Irresponsibility, undependability
52	36	12	68	14	18	34.	Excessive daydreaming
88	9	3	89	7	4	35.	Masturbation
33	49	18	46	46	7	36.	Has bad companions
42	49	9	54	32	14	37.	Tension, inability to relax
61	33	6	89	11	0	38.	Disobedience, difficulty in disciplinary control
67	18	15	57	39	4	39.	Depression, chronic sadness
70	24	6	89	4	7	40.	Uncooperativeness in group situations
70	30	0	50	43	7	41.	Aloofness, social reserve
27	49	24	36	32	32	42.	Passivity, suggestibility; easily led by others
67	24	9	75	25	0	43.	Clumsiness, awkwardness, poor muscular coordination
61	30	9	68	21	11	44.	Hyperactivity; "always on the go"
30	55	15	46	43	11	45.	Distractibility
69	27	4	93	4	3	46.	Destructiveness in regard to his own &/or other's property
78	22	0	89	4	7	47.	Negativism, tendency to do the opposite of what is request
61	36	3	78	18	4	48.	Impertinence, sauciness
39	42	18	75	14	11	49.	Sluggishness, lethargy
64	30	6	79	14	7	50.	Drowsiness
70	21	9	71	29	0	51.	Profane language, swearing, cursing
61	30	9	71	21	7	52.	Nervousness, jitteriness, jumpiness; easily startled
49	42	9	64	36	0	53.	Irritability; hot-tempered, easily aroused to anger
100	0	0	100	0	0	54.	Enuresis, bed-wetting
58	36	6	68	29	3	55.	Often has physical complaints, e.g. headaches, stomach ache

(Percentages)

APPENDIX C

CAMPER_____ RATER_____

Relationship of rater to camper_____

PROGRAM ASSESSMENT QUESTIONNAIRE

Please check the answer that best describes your opinion of the camping program's affect on the camper.

1) How important do you think his participation in the program was to his rehabilitation or ability to effectively deal with his problem?

0% No importance
0% Little importance
23.5% Some importance
35.2% Very important
41.1% Most important

2) How much general positive change have you noticed since his participation in the camping program?

0% None
0% Not too much
35.2% A little
29.4% Quite a lot
35.2% A great deal

3) To what extent has his potential to overcome his problems and be successfully rehabilitated been increased because of participation in the camping program?

0% None
0% Not too much
29.4% A little
35.2% Pretty much
35.2% Very much

4) To what extent is your relationship with him of a more positive and productive nature since his participation in the program?

0% Not at all
5.8% Not too much
11.7% A little
41.1% Pretty much
41.1% Very much

5) Mark each of the following traits with a (+) or a (-) or a (0) to show whether you think the individual has changed for the better, for the worse or not at all on that trait since participation in the camping program.

+	0	−	
41.1	41.1	11.7	Leadership
88.2	11.7	0	followership
94.1	0	5.8	interest
88.2	0	11.7	satisfied with self
88.2	0	11.7	confident
100.	0	0	cooperation
88.2	11.7	0	acceptance of responsibility
64.6	35.2	5.8	anxiety
35.2	64.6	0	negativism
82.4	11.2	5.8	honesty
76.4	17.6	5.8	insight
41.1	41.1	17.6	defiance
23.5	58.8	17.6	bragging
70.4	29.4	0	emotional control
82.4	17.6	0	sincerity
64.4	23.5	11.7	tension
47.1	35.5	17.6	sluggishness
47.1	47.1	5.8	aggression
52.9	35.2	11.2	aloofness
47.1	41.1	11.2	"show off" behavior

APPENDIX D NAME _____

CAMP OPINION QUESTIONNAIRE

Please answer each question by marking an (X) beside the answer that describes your opinion or view the most accurately.

1. How did you like the camp program?

0% Not at all
0% Not so much
5.2% Mixed feelings
31.5% Pretty much
63.1% Very much

2. What did you like most about the program?

24% The activities
28% The staff
48% The group I was with

3. What did you dislike most about the program?

52.9% The activities
23.5% The staff
23.5% The group I was with

4. Do you feel this experience has helped prepare you to do better in school?

10.5% Not at all
0% Not so much
10.5% Mixed feelings
36.8% Quite a lot
42.1% A great deal

5. Do you feel this experience has helped prepare you to do better in general?

0% Not at all
0% Not much
10.5% Mixed feelings
31.5% Quite a lot
57.8% A great deal

6. How did you like the camp counselors in the program?

0% Not at all
0 % Not so much
5.5% Mixed feelings
44.4% Pretty much
50% Very much

7. Did the camp counselors "know their stuff" and were they able to put things across to you?

5.0% Not at all
10% Not too well
0% Mixed feelings
45% Quite a lot
40% A great deal

8. Did the camp counselors take a real interest in you?

0% Not at all
5.5% Not so much
5.5% Mixed feelings
16.6% Pretty much
72.2% Very much

9. What did you think of the discipline of this camp program?

5.2% It's too strict and a lot of it is unnecessary
21% It's too strict but most of it is necessary
47.3% It's about right
26.3% It's not strict enough

10. What do you think you learned from participating in the camp program? Check the number or numbers:

73.6% How to keep in better shape
84.2% How to deal with people better
47.3% How not to be so shy
68.4% How to have more fun
68.4% Learned more about myself
57.8% Learned self-confidence
73.6% Learned to obey rules better
73.6% Learned to cooperate with people better
78.9% Learned to accept responsibility
68.4% Learned self-discipline
78.9% Learned about other people
47.3% Other List _____

11. What do you think was the most important thing you got from participating in the program?

Answer: Keeping in shape, cooking, leading a group, knowledge about life and other people, confidence, discipline, responsibility, not as shy.

12. How important do you think participating in this program is to your rehabilitation or to your dealing with your problems more effectively?

0% No importance
0% Little importance
22.2% Some importance
40.0% Very important
38.8% Most important

13. Would you go through this program again?

Yes 83.3% No 16.6% Why? Not enough of the right kind of food, already been through it once (no need to do it again)

14. How well did you meet your personal goals and objectives stated before entering the camp program?

5.5% Not at all
22.2% Not much
5.5% A little
44.4% Quite a bit
22.2% Completely met them

15. Did you find the program challenging-personally?

5% Not at all
0% Not much
15.0% A little
25% Pretty much
55% Very much

16. Were you pushed to your physical limits?

26.3% Not at all
21.0% Not much
15.7% A little
10.5% Pretty much
26.3% Very much

17. How well did your camper group work together as a unit?

5.5% Not at all
5.5% Not much
0% A little
50% Pretty well
38.8% Very well

18. How well did the camp counselors appear to work together as a group?

10.5% Not at all
0% Not much
5.2% A little
21% Pretty well
63.1% Very well

19. How much did the staff treat you as an individual?

0% Not at all
0% Not much
0% A little
31.5% Pretty much
68.4% Very much

APPENDIX E Name_____

CAMP PERCEPTION SCALE

Below are several pairs of words. These pairs of words can be used to describe how you perceive the camping program. In answering these questions, give answers based upon how you see or view the camping program.

You are to check along each line at the place that best describes how you view the program. You are to place your check close to the word that describes best (of the two words in each pair) how you view the camping program and to what degree that word represents your view or perception.

fun	68.4%	5.3%	15.8%	10.5%	___	___	___	drag
mixed up	5.3%	___	15.8%	15.8%	___	21.1%	42.1%	clear
practical	47.4%	15.8%	10.5%	15.8%	___	5.3%	5.3%	impractical
(useful) relaxed	43.8%	___	25.0%	12.5%	12.5%	6.3%	___	nervous
hard	26.3%	36.8%	___	10.5%	15.8%	___	10.5%	easy
teamwork	57.9%	15.8%	10.5%	5.3%	5.3%	___	5.3%	work alone
ability	47.4%	10.5%	5.3%	10.5%	5.3%	5.3%	15.8%	luck
know what you are doing	52.6%	26.3%	___	5.3%	15.8%	___	___	don't know what you are doing
important	30%	35%	___	20%	5%	5%	5%	unimportant
fake	10%	5%	5%	15%	5%	15%	45%	real
counselor does not help	15%	10%	___	5%	___	15%	55%	counselor helps
fair	52.6%	15.8%	10.5%	15.8%	___	5.3%	___	unfair
sad	___	___	15.8%	10.5%	___	26.3%	47.4%	happy
like	63.2%	15.8%	5.3%	15.8%	___	___	___	dislike
good for everyone	38.9%	___	22.2%	11.1%	___	___	27.8%	good for some
comfortable	44.4%	___	16.7%	22.2%	11.1%	___	5.6%	uncomfortable
good	47.4%	15.8%	10.5%	15.8%	___	___	10.5%	bad
boring	21.1%	___	5.3%	15.8%	15.8%	15.8%	26.3%	exciting
ugly	5.3%	5.3%	___	10.5%	5.3%	15.8%	57.9%	beautiful
valuable	42.1%	26.3%	10.5%	10.5%	5.3%	___	5.3%	useless

doing things	47.4%	15.8%	10.5%	21.1%			5.3%	wasting time
success	31.6%	31.6%	10.5%	21.1%			5.3%	failure
warm	31.6%	36.8%	10.5%	15.8%			5.3%	cruel
free	42.1%	5.3%	21.1%	5.3%	5.3%	10.5%	10.5%	trapped
interesting	52.6%	21.1%	10.5%	5.3 %	10.5%			dull (boring)
friendly	57.9%	21.1%	10.5%	5.3%	5.3%			unfriendly
scary	15.8%	5.3%	15.8%	10.5%	5.3%	10.5%	36.8%	safe
easy	10.5%	10.5%	5.3%	21.1%	5.3%	21.1%	26.3%	challenge
learned nothing	5.3%		10.5%	15.8%	10.5%	21.1%	36.8%	learned a lot

APPENDIX F

GENERAL RESOURCE LIST

I. Examples of general sources for staff and facilities

A. School systems

B. Agriculture and Forestry agencies

C. Resident camps

1) church camps

2) YMCA, Boy Scout camps, etc.

3) Private camps (i.e. Outward Bound)

II. Examples of general sources for equipment - to rent, buy or lease

A. Resident camps

B. Boy Scouts

C. Sporting good stores (i.e. discount)

D. National Guard, Army Reserve, etc.

E. U. S. Geological Survey (maps)

III. Examples of Basic supplies and equipment needed

A. Food - trail food, dehydrated food

B. Basic equipment

1. canteen and belt

2. poncho (can also double as shelter)

3. high top shoes

4. back pack (pack and/or frame rucksack, etc.)

5. individual and/or group mess kits

6. pioneering tools (knife, hatchet , shovel)

7. map and compass

8. rope and/or twine

9. matches

10. first aid kits

11. sleeping bags

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